Non-Degree Applicable Glendale Community College

COURSE OUTLINE

**DEAF STUDIES**

**ENGLISH 174**

**I. Catalog Statement**

The Deaf Studies Intermediate Writing class is designed for intermediate-level deaf and hard of hearing students who use American Sign Language as their primary communication system. The course focuses on paragraph planning and writing, to prepare students for further academic writing.

Units — 2.0

Lecture Hours — 2.0

Lab Hours — 1.0

Prerequisite: Successful completion of Deaf Studies Beginning Grammar Semester 2 and Beginning Writing Semester 2, or a composite of test scores and academic background.

Corequisites: Enrollment in appropriate Deaf Studies classes to be determined by DSPS counselor.

Note: This class may be taken 3 times.

II. Course Entry Expectations

Skills Level Ranges: Reading: 3; Writing: 3; Speaking/Listening: N/A; Math: 0

Prior to enrolling in this course, the student should be able to:

1. Demonstrate fluency in American Sign Language (ASL)

III. Student Learning Outcomes

1. *Integrate* new grammatical information into their writing.

2. *Demonstrate* mastery of simple, compound, and complex sentences.

3. *Identify* the different parts of a paragraph (including topic sentences, supporting details, hooks, and conclusions), and write paragraphs demonstrating this knowledge.

4. *Create* diagrams using the computer program “Inspiration” as a visual aid to their writing.

III. Course Exit Standards

1. Demonstrate a solid understanding of the three sentence types
2. Describe the structure of a paragraph
3. Use the computer program Inspiration to aid in brainstorming
4. Produce paragraph outlines
5. Write topic sentences
6. Use supporting details
7. Create hooks
8. Write a complete, structurally sound paragraph from start to finish

IV. Course Content

A. Introduction to paragraphs 08 hrs

 1. Review of three sentence types

 2. Analyze paragraphs from authentic texts

 3. Identify the structure of an expository paragraph

B. Pre-writing 15 hrs

 1. Use brainstorming to develop ideas

 2. Use outlines to organize ideas

 3. Use the computer program Inspiration to aid in brainstorming and

 outlining

C. Elements of a paragraph 25 hrs

 1. Identify topic sentences in paragraphs from authentic texts

 2. Identify supporting detail in paragraphs from authentic texts

 3. Identify hooks in paragraphs from authentic texts

 4. Write topic sentences

 5. Write supporting details

 6. Write hooks

 7. Use pre-writing techniques to write paragraphs encompassing all

 three elements

V. Methods of Presentation

The following instructional methodologies may be used in the course:

1. class lecture

2. peer review and feedback

3. group learning

4. supervised lab practice

VI. Assignments and Methods of Evaluation

The students will complete the following:

1. Daily homework assignments 15%

2. Weekly lab practice 15%

3. In-class group work, including peer review 10%

4. A mid-term exam 20%

5. Paragraph writing assignments 15%

6. A comprehensive final exam 25%

VII. Textbooks

Folse, Muchmore-Vokoun, Solomon*. Great Paragraphs*, 2nd ed. Boston: Houghton Mifflin.